Lesson 2: Success In Life
Grade 4- Health and Puberty Education Lesson
Davidson County Schools

Essential Standard	Clarifying Objective
4.ICR.2 Understand the changes that occur during puberty and adolescence.	**4.ICR.2.2 Recognize that individuals experience puberty at different rates (early, average, late).**

Materials Needed:

- Appendix 1- Copies of Success in Life Pyramid
- Appendix 2- "Puberty Walk" directions
- Appendix 3- Puberty Scenarios
- Blank paper for reflection writing

Focus Activity:

- Distribute the "Success the in Life Pyramid" (Appendix 1).
- Ask students to consider some of their life goals. Examples include: good job, education, loving relationships, helps own community, resists pressures.
- Students are to volunteer responses and write them at the top half of pyramid. Explain to students that in order to achieve goals, there are qualities needed which must be in place for success to be achieved. Refer to bottom half of pyramid. Examples include: high self-esteem, pride in culture/heritage (traditions, customs, history, strengths), self-discipline, healthy physical habits, food school and study habits.
- Ask students what they can do now to achieve their life goals. Students will complete individually Success in Life Pyramid while teacher completes example on board.

Statement of Objective: *By the end of today's lesson you will be able to recognize that all young people experience puberty at different rates (early, average, late) and all these varying rates are normal.*

Teacher Input:

- Teacher should lead students through the Puberty Walk activity (Appendix 2).
- Afterwards, the teacher should lead a discussion explaining that individuals experience puberty at different rates.
- Remind students that puberty is defined as development as secondary sex characteristics (such as pubic hair) and the beginning of reproductive capacity (being able to reproduce). Adolescence is the transition from childhood to adulthood. These changes can be exciting, but at some times can cause a young person to become confused and awkward. There are social and emotional changes as well as physical ones. Remember that each person goes though puberty at his/her own pace.

Practice:

Divide students into small groups and provide one of the Puberty Scenarios (Appendix 3) included to each group. Groups are to read scenario and answer the following questions based upon class discussion:

1. **How does the main character feel about growing up?**
2. **What steps can you take to be a respectful friend to him/her?**

Personal Reflection Activity:
Provide students with the following writing prompt to address standard 4.ICR.2.2: Imagine you have the chance to travel forward four years in time. You are able to see yourself and your friends as you will be four years from now. Write a journal entry to describe what you see.

- What changes do see in yourself and your friends?
- How is your body different?
- How are your relationships different with your family and friends?
- What new relationships have you developed?
- What other ways is your life different?